



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
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Application stamp-in date and time

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GRANTS ADMINISTRATION

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021
Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

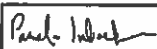
Organization **Relay Graduate School of Education** CDN ☐ Vendor ID **1100107180** ESC ☐ DUNS **968743489**
Address **40 W. 20th Street, 7th Floor** City **New York** ZIP **10011** Phone **212.228.1888**
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Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Pamela Inbasekaran** Title **Executive Vice President**
Email **pinbasekaran@relay.edu** Phone **917.658.2259**
Signature  Date **11/12/18**

Grant Writer Name **Bailey Hampton** Signature  Date **11/12/18**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Across Texas public schools, there is a demographic gap between teachers and students. In the 2016-17 school year, approximately 72% of students identified as people of color, whereas during that same year, only 40% of teachers identified as people of color.	In an effort to decrease the demographic gap between teachers and students in Texas, Relay will prepare 10 Residents through the Relay Teaching Residency in the 2018-19 and 2019-20 school years. Such Residents will be placed across IDEA schools in Rio Grande Valley and Tarrant County, with at least 70% Residents identifying as people of color. Relay aims for 100% Residents to earn certification by summer 2020.
One of the key drivers influencing the need to enhance the teacher pipeline across Texas public schools is high teacher attrition rates, coupled with the low percentage of teachers of color. Across all Texas public schools, teacher attrition averages around 10%; across IDEA schools in particular, teacher attrition from the most recent school year was roughly 17%.	In an effort to address the teacher attrition challenge in Texas, and in particular at IDEA, Relay will prepare 10 Residents across IDEA schools to serve as full-time teachers at least through the 2020-21 school year, with an emphasis on identifying participants with strong attachments and commitments to the local community.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Relay Graduate School of Education seeks to prepare and train 10 Residents across Tarrant County and the Rio Grande Valley during the 2019-20 school year, with at least 70% of Residents identifying as people of color.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- % of Y1 Residents who identify as a person of color
- % of Y1 Residents who are in good standing
- Average number of observation and feedback sessions per Y1 Resident participating in grant
- % of Y1 Residents who indicate satisfaction with Relay's curriculum as measured by Relay's institutional survey
- % Y1 Residents who obtain an intern or probationary cert

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Residents
% of Residents who identify as a person of color
% of returning year two Residents who are hired up into lead-teaching roles beginning in the 2019-20 school year
% of year two Residents who are in good standing
% of Residents who indicate that Relay has had a positive impact on their teaching as measured by Relay's institutional survey

Third-Quarter Benchmark

Residents
% of Residents who identify as a person of color
% of Residents who completed Relay's program
% of Residents who have completed all certification requirements
% of Residents who indicate that Relay has had a positive impact on their teaching as measured by Relay's institutional survey

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Relay has learned quickly from our Residency programs in Texas and across the country and has been able to leverage learnings from campuses across the country as we implement and advance our high quality program for our partners in Texas. Given Relay's diverse portfolio of partnerships throughout Texas, Relay has experience modifying and adjusting its program to meet partner needs while maintaining the core tenants of the program that make Relay's Residency unique and effective.

Relay is committed to evaluating the immediate and long-term impacts of our programs. Leading the evaluation of our programs will be Relay's Senior Dean, Chris Fraser. In the short-term, we propose to look at the following factors to evaluate the effectiveness of the Residency program:

- Effective selection and enrollment of a diverse cohort of Residents
- Employment targets (both during and after Residency year)
- Success of program delivery as based on IDEA's satisfaction and Relay's institutional survey. Relay's institutional survey is conducted twice annually and measures:
 - Faculty effectiveness
 - Self-perception of classroom efficacy
 - Satisfaction with national and local operations
- Success of Residents in completion of program requirements and certifications. This includes:
 - % Teachers, and teachers of color, making satisfactory academic progress
 - Resident impact on student outcomes
 - Retention

The management and feedback structures described above allow Relay to be flexible and responsive to partner needs while maintaining a high level of performance. Furthermore, the Relay Teaching Residency includes formal feedback structures within the program. We will also work directly with school leaders at IDEA to share trends as well as individual performance data within the parameters of IDEA's contract and FERPA guidelines. Relay will leverage a Resident performance tracker, in-person observations, Gateway assessments, as well as regular touch points with both mentor teachers and school leaders to inform Resident progress throughout the program. Relay's formal feedback structures includes reports on Residents progress and areas of concern. Relay will communicate this information to all stakeholders - IDEA, school leaders, mentor teachers, Residents, and relevant employees at other local LEAs. This also includes reporting academic and classroom performance growth data.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

Relay will work in partnership with IDEA to identify ten Residents to be supported by the Grow Your Own grant by April 2019. Relay and IDEA will seek teacher candidates who express a commitment to teach long-term in Tarrant County and/or the Rio Grande Valley, work in Title I schools and high-need subject areas, and are placed in schools where there are pronounced demographic discrepancies. Additionally, the two organizations will work to identify teachers who have been successful to date in the first year of the Relay Teaching Residency. IDEA will lead throughout this process, identifying potential Residents, and will consult Relay on an ongoing basis.

IDEA's teacher recruitment and selection: IDEA has carefully honed the process it uses to identify and hire new teachers by establishing normed hiring rubrics and interview guides, which are aligned to the behavioral and interpersonal character traits that research shows make a teacher effective. The Guideposts for Excellent Teaching (GET) Rubric (the tool used to evaluate teachers once on the job) are integrated into the hiring process to ensure IDEA is hiring for the skills needed to be effective in the position. In addition, all campus-based hiring managers go through training to norm around the procedures to hire the best and brightest talent. As a part of this grant, IDEA aims to further its strategy to focus on hiring local talent, which brings local knowledge, and to augment that local talent with committed individuals from other regions. This ensures IDEA recruits educators who will directly inspire and influence the high-needs students that IDEA serves. As such, Residents funded by the Grow Your Own grant will commit to teach at IDEA for three years, supporting the vision of community schools where teachers are part of the same community fabric as their students and persist in the classroom.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 =

Total Request for Pathway 1

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment 10 X \$22,000 = \$220,000

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3 \$220,000

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Resident Stipends	\$150,000
IHE Field Supervisor	\$50,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

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Type of Program: Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Year-long clinical teaching assignments

Question 1: EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- ☐ The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- ☐ The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

Relay Graduate School of Education (Relay) is a national, accredited, nonprofit institution of higher education that was created to address the acute need for more highly effective teachers and leaders to guide students to success in college and life. Since earning its independent charter in New York State in 2011 (Relay was born out of Teacher U, a novice teacher training program within Hunter College which operated from 2007-2011), Relay has launched 18 new campuses, designed and delivered programs for over 10,000 teachers and leaders nationwide, and expanded our impact with online learning tools and platforms. In the 2018-19 school year, Relay is serving approximately 3,500 teachers and 400 principal fellows across 18 campuses, plus 800 more school leaders enrolled in instructional professional development programs.

Relay's mission to teach teachers and school leaders to develop in all students the academic skills and strength of character to succeed in college and life. Our vision is to become the place where a new generation of continuously-improving, mission-driven individuals can fulfill their destiny in the world's greatest profession. Relay offers teacher preparation programs for every grade level—elementary, middle, and high school—and nearly every subject area—general education, mathematics, social studies, science, and English language arts (program availability varies by region). Relay is committed to preparing a diverse group of teacher candidates who will serve in high-needs subject areas, and become effective, lifelong educators. Our program fills an immediate need for highly-trained teachers and recruits and cultivates educators that reflect the racial and socioeconomic background of the K-12 students they teach. In the 2018-19 school year, more than 60% of Relay's graduate students self-identified as people of color. This compares to 18% and 20% respectively for teachers and leaders of color nationwide, and 25% for national teacher preparation programs. Furthermore, nearly all of Relay's teachers and leaders work in schools in low-income communities. In the current school year, 20% of candidates teach in STEM subjects, and about 20% teach in Special Education. The institution is committed to continuing to increase the diversity of its student population and the percent of teacher candidates prepared in high-need subject matters.

Relay is committed to ensuring that Residents receive certification by the end of the program. Of those in Relay's 2018 cohort, approximately 78% successfully obtained their teaching certification. Over the course of the grant period, Relay will track the performance of historically underrepresented students, to ensure there is equity across

the program. Relay assesses student performance through Gateway assessments. Gateways are benchmark assessments that assess a resident's progress toward readiness for full-time lead teaching. Gateways topics include: Professionalism and Mindsets (Gateway 1), Classroom Management and Engagement (Gateway 2), Introducing Material (Gateway 3), Lesson Planning (Gateway 4) and Effective Whole Group Teaching (Gateway 5). In the 2017-18 school year, 80.90% of Relay Residents passed Gateway 5, demonstrating their readiness for lead teaching. Most notably, of Residents who identify as a person of color, 90.38% passed this final Gateway.

The vast majority of graduate students pass Relay's Master's Defense, a capstone portfolio project containing classroom video footage, student work samples, reflections, an oral defense, and, most importantly, student achievement data. The achievement data must show that, on average, all PK-12 students in a teacher's classroom have learned at least a year's worth of content in one school year. Of the students who pass the Master's Defense, about a quarter of them graduate "with distinction" by producing the equivalent of 1.5 years of student learning growth or more, on average, in one year's time. Relay's early data on our program alumni show that nearly 85 percent of graduates are still teaching, leading their own schools as principals, or working in public education in some capacity.

Master of Arts in Teaching

For nearly a decade, Relay has offered the Masters of Arts in Teaching (MAT), a two-year degree program focused on practical skills that prepare candidates to effectively support PK-12 students in achieving academic and character growth. To date, Relay students have demonstrated success within the classrooms where they teach; on average, the PK-12 students taught by Relay's Class of 2018 on average grew 1.38 years in reading performance in one year's time and 75% met Standards' Mastery goals. 95% of graduates affirmed that Relay made a difference in their ability to bolster PK-12 student achievement.

The Relay Teaching Residency

In the 2014-15 school year, Relay launched the Relay Teaching Residency with over 100 Residents across four campuses. The Relay Teaching Residency offers aspiring teachers a full-time salary, a job as a teacher-in-residence, mentorship from an experienced teacher, extra opportunities for deliberate practice, support earning teacher certification/licensure, and a master's degree. Since its launch, Relay's Residency has grown significantly; during the 2017-18 school year, Relay served over 1,100 Residents across 15 campuses, and is currently serving close to 1,300 residents across 18 campuses in 2018-19. Most notably, of those who began the program in fall 2017, 84% were hired up into lead teaching roles for the 2018-19 school year.

Relay has worked with local partners on the ground in Texas over the past four years to refine the clinical experience for Residents and to place Residents in supportive school environments. First launching a Relay campus in Houston, Relay now has three physical campuses and an online campus across the state. In our first year of partnership, Relay GSE and IDEA have leveraged the best features of both in-person and online instruction to create a program that can adapt to meet the needs of schools in both urban and rural campuses across IDEA's network. Next year, we will continue to refine our programmatic offerings and Resident supports.

All Relay Residents are full-time employees in a school building, specifically chosen in conjunction with partner employers. The Resident position in the schools that we work with serves as the basis of the clinical experience. Residents participate in weekly three-hour practice sessions during released time from the school day to develop and perfect their teaching skills. These practice sessions complement and support Relay's certification coursework. Residents review instructional videos, participate in practice to separate particular teaching techniques, and deliver portions of upcoming lessons to hone their craft. Throughout deliberate practice, Relay faculty provide individual feedback to each Resident. In preparation for deliberate practice sessions, Residents are asked to develop lesson plans (self-created or customized from school-based curriculum) from an upcoming lesson.

To further support Residents in their first year, and increase impact across whole schools, Relay trains mentor teachers (“Resident Advisors” or “RAs”) in mentoring and coaching approximately seven times per year to align on feedback and coaching practices. Relay has developed comprehensive experience in Resident Advisor development. Once these RAs are chosen, Relay will provide training to all Resident Advisors including an in-depth view of the residents’ *Gradual On-Ramp* experience, the scope and sequence of gateway assessments, and the Residency Pillars of Success. Many RAs at Relay report that they have developed their own teaching practice as well as a new set of skills around coaching and new teacher development as a direct result of serving as a Relay mentor teacher.

Over the last decade of its work, Relay has refined its recruitment and placement strategies, particularly around timing of partner conversations and partner alignment. In 2016, Relay created a national recruitment team, Teacher Pathways, to recruit great candidates for its partner schools that can then enroll in the Relay Teaching Residency. Since its launch, Teacher Pathways has sourced and managed a pipeline of over 19,000 prospects, and over 1,000 submitted applicants, recruiting and placing over 400 Residents across Relay’s campuses. Relay and IDEA will leverage lessons learned from Teacher Pathways, and IDEA’s 18 years recruiting teacher candidates, to help support their efforts in the grant period and beyond.

Relay is poised to deliver high-quality online instruction. Since its inception, Relay has run asynchronous online coursework to complement in-person classes, and has delivered “live” or synchronous online courses in more recent years. In the 2018-19 school year, Relay piloted its first 100% online program with approximately 40 teachers in Rhode Island and Texas. This pilot, which builds on lessons learned from running online content sessions for groups of students over the last two years, will be critical for informing best practices, including how best to scale (i.e. criteria for school partners, setting expectations with students, strategies for ensuring high student engagement, etc.). The core principles of Relay’s in-person program are translated to the online platform, with aspects such as observation and feedback made possible through technology such as 360 degree cameras. Additionally, Relay has started to facilitate synchronous professional education courses, including most recently a course on character education. Grant participants will participate in a hybrid program, taking some courses in-person and others online.

Question 2: EPP and LEA Partnership. Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ☐ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ☐ All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

Relay has and will continue to work closely with IDEA to ensure that Residents are placed in schools and subject areas where they are most likely to succeed. Relay has also partnered with IDEA to make sure that Resident hiring, placement, onboarding, and enrollment in Relay is smooth and effective. Relay works with key personnel at IDEA to ensure that: Residents meet key selection criteria (including mission-alignment, a record of academic success, willingness to implement feedback to continuously improve effectiveness, and an interest in teaching long-term); Residents are placed in supportive schools; and that Residents are onboarded effectively.

Through Relay, Residents have access to three key points of support - their Core pedagogy professor, their content area professor, and an advisor. In some environments, one person may serve all three roles; in others, they may be filled by multiple individuals. Professors are responsible for delivering rigorous, robust, and timely instruction aligned with certification requirements while their advisor is responsible for meeting regularly with the Resident. These meetings include in-person formal and informal observations as well as the occasional virtual meeting to discuss feedback and do any problem-solving. First-year Residents are further supported by a Resident Advisor - a full-time, high performing teacher at the LEA that allows opportunities for Residents to support student instruction and become increasingly familiar with lesson planning, assessment, communication and other related skills. This Resident Advisor serves as a key liaison between Relay GSE and the LEA during a Resident's first year. In the second year of their program, Residents no longer work officially with an RA, but rather, are assigned a mentor teacher from their LEA. These mentor teachers are trained in accordance with TEA and SBEC expectations.

Through IDEA, Residents are also provided support from school leadership who conduct regular observations in accordance with their teacher evaluation and development process. Additionally, individual campuses designate an assigned point person to serve as the communication touchpoint for the program, ensuring a seamless and open line of communication between the IDEA and Relay GSE.

Furthermore, Relay's faculty advisors are rigorously selected and thoroughly trained to support students in navigating the certification and master's curriculum, and to conduct formal classroom observations. IDEA and Relay GSE have also collaborated to provide a unique opportunity for school leaders to be part of kick-off event with Relay GSE & other IDEA staff members at the start of a school year to ensure that everyone is on board and grounded in shared expectations.

As stated in the Data & Reporting section of the executed MOU between IDEA and Relay GSE (attached), IDEA will allow Residents and graduate students to submit PK-12 student test data to Relay for PK-12 students taught by Residents and graduate students, and will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) when sharing the information. IDEA agrees to share PK-12 student data with Relay annually, including state test scores, while Residents and graduate students are employed at IDEA, including after they graduate from Relay. Partners may also be asked to share additional PK-12 assessment or attendance data while Residents and graduate students are still employed at IDEA, including after they graduate from Relay. Relay agrees that all information collected will be stripped of identifying data as consistent with applicable state and federal laws and will not be shared externally except in aggregate. Relay will be responsible for reporting data to AmeriCorps and other funders as applicable. Relay's use of the data will be consistent with FERPA.

Attached is a copy of the executed partnership MOU between IDEA and Relay GSE as well as a letter of commitment that address commitments specific to the execution of this grant.

Partner LEA(s)

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.



Memorandum of Understanding
Relay Graduate School of Education and IDEA Public Schools
Relay Teaching Residency and Master of Arts in Teaching Program
Class of 2020

MEMORANDUM OF UNDERSTANDING OVERVIEW

This Memorandum of Understanding ("MOU") is entered into by and between the following entities: IDEA Public Schools ("Partner") and Relay Graduate School of Education ("Relay").

Partner and Relay propose to work together on the following educational program:

Relay Teaching Residency: Whereby Relay enrolls, engages and supports Resident Teachers ("Residents") employed by Partner in the Relay Teaching Residency ("Residency"), its two-year training program, with key support provided by Partner during the operation of the program. Residents who successfully complete this program are eligible for state certification (providing they meet all state certification requirements) and a Master of Arts in Teaching ("MAT") degree at the conclusion of year 2.

Relay Master of Arts in Teaching Program: Whereby Relay enrolls, engages and supports graduate students who are employed as full-time teachers of record by Partner in its Master of Arts in Teaching Program ("MAT"). The MAT program is a two-year training program, with key support provided by Partner during the operation of the program. Lead teachers who successfully complete this program are eligible for a Master of Arts in Teaching ("MAT") degree at the conclusion of year 2.

Partner may place Residents and graduate students at the following individual schools: IDEA South Flores, IDEA Carver, IDEA Judson, IDEA Allen, and other IDEA schools in San Antonio and Austin, TX.

This MOU outlines the scope of work and delineates the minimum roles and responsibilities of each party. For a narrative description of the goals of the Residency, please see the Relay Teaching Residency Partner Handbook.

This agreement shall become effective on 4/15/2018 ("Effective Date") and shall continue through 9/1/2020 (the "Initial Term") for all Residents and graduate students enrolled in Class of 2020 ("CO2020"). Relay and Partner will renegotiate the terms for each incoming cohort thereafter. In cases where Residents and graduate students are enrolled in Relay beyond the Initial Term, the conditions of this MOU will apply for Residents and graduate students until their completion of the program.

Relay Graduate School of Education and IDEA/Relay Teaching Residency and MAT Memorandum of Understanding

RELAY/GSE

Either the Partner or Relay may terminate this MOU for any reason or for no reason by providing thirty (30) days written notice to the other party.

PARTNERSHIP OVERVIEW

Recruitment and Hiring

Partner will use its best efforts to recruit and hire 12 Residents and 2 MAT graduate students by May 1, 2018. Residents and graduate students hired by partner will meet the admissions requirements outlined below and will demonstrate the potential to be exceptional teachers.

Admission to the Relay Teaching Residency and MAT Programs

Prospective Residents and graduate students must meet the minimum requirements for admission to Relay. Partner will screen for Residents' admissions eligibility during the recruitment process with support from Relay as agreed upon by Relay and Partner. Relay reserves the right to deny admission to all prospective Residents and graduate students who do not meet the admissions standards below and any admissions requirements added after the Effective Date of this MOU. Once prospective Residents and graduate students have been hired by Partner and have successfully completed the Relay admissions process, Relay will officially accept them into the Relay Teaching Residency or MAT program.

Residents and graduate students must meet the following admissions requirements:

- Secure a full-time teaching position in a grade and subject that matches their intended Relay program of study at a partner school for SY18-19;
- Have a cumulative undergraduate grade point average of 3.0 or higher on a 4.0 scale (although applicants with an undergraduate GPA lower than 3.0 but at least 2.75 may be considered for admission by submitting an additional letter of recommendation that explains their qualifications for admission to Relay). Relay cannot consider applicants with a GPA of less than 2.5 on a 4.0 scale for admission of any kind; and
- Submit all transcripts, including an official degree-conferred undergraduate transcript that shows proof of a baccalaureate degree from an accredited institution of higher education.

All prospective Residents and graduate students must complete the Relay online admissions application, which includes an essay, resume, recommendations, and state-specific requirements (e.g. certification exams if required). Relay will support prospective Residents

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and graduate students in completing this application by providing clear instructions and deadlines.

Non-Matriculated Students

Prospective Residents and graduate students who do not meet Relay's undergraduate GPA minimum are not eligible to be a matriculated student at Relay. However, prospective Residents and graduate students with a GPA above 2.5 but less than 2.75 may be admitted as a non-matriculated student. GPA minimum are not eligible to be a matriculated student at Relay. Relay's non-matriculated student policy for CO2020 is as follows:

1. Applicants who do not meet Relay's undergraduate GPA minimum are not eligible to be a matriculated student at Relay. They may instead be eligible for non-matriculated (i.e., non-matric) status.
2. When a student is non-matric, there are significant academic, financial, and certification implications. Most notably, non-matrics are not working towards a degree, not eligible for certification, not eligible for federal financial aid, and not eligible for in-school deferment.
3. Before they can matriculate, non-matric students must:
 - a. submit proof to Relay of completing all certification requirements (e.g., pass exams and workshops) if they are joining a Relay program leading to certification; and
 - b. end the fall or spring term in good academic standing.

For more information on non-matric status as well as the requirements and timeline for potential matriculation, please see Appendix A.

Certification Requirements

Residents and graduate students enrolled in the Relay Teaching Residency and MAT program also earn their state teaching certification. Relay will be responsible for communicating all certification requirements to Residents and graduate students, providing all required coursework and support, maintaining all certification paperwork, and approving eligible Residents' applications for a Texas Standard Teaching Certificate after successful completion of two years. For more information on certification, please see Relay San Antonio's certification policy.

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Certification Areas

For CO2020, Relay will offer certification in the following endorsement areas:

1. Core Subjects EC-6
2. Core Subjects 4-8
3. ELAR 7-12

Salary and Benefits

Partner will be solely responsible for compensating Residents and graduate students with a full-time salary and benefits package (including health care) that is commensurate with their experience. Resident salaries' will be comparable to that of other novice co-teachers in their city of residence. Residents must be considered full-time employees (not interns or apprentices) and will receive a full-time salary (not a stipend). Relay suggests a Resident salary of \$30,000 per year.

Tuition and Fees

Partner will be billed for all tuition and fees related to enrollment in the Residency and MAT program.

The full cost of tuition and fees for the two-year Residency program is \$35,000. Relay will offer institutional aid to all Residents and graduate students in the amount of \$17,000. This aid will reduce the tuition price that Residents and graduate students pay to \$18,000 over two years, or \$9,000 per year.

Relay offers federal financial aid to all eligible graduate students enrolled as degree-seeking students in the Residency program. Payment plans are available for all Residents.

The Residency program is an AmeriCorps-sponsored program. All Residents admitted into the program are expected to apply to become AmeriCorps members each year. Enrollment in Relay's AmeriCorps program gives eligible Residents access to a Segal Education Award worth approximately \$5,750 per year that they are enrolled in the program. A portion of the tuition charged each term will be deferred to the end of the academic year so that Residents are able to use their Segal Education Awards to pay their balances when they receive their award after successful completion of the year.

After applying a Segal Education Award to their tuition, the anticipated Year 1 tuition cost for Residents is \$3,250. Anticipated Year 2 out-of-pocket cost will be \$3,250 for Residents after use of a Segal Education Award. Segal Education Awards in both Year 1 and Year 2 of the Residency will be earned after successful completion of the academic year.

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If a Resident applies to AmeriCorps and is ineligible to become a member or is ineligible to receive a full Segal AmeriCorps education award, they may receive an additional private scholarship from Relay to keep their out-of-pocket cost at \$3,250. Relay may also provide private scholarships in the amount of the Segal Education Award should Relay not have enough AmeriCorps member positions to cover all Residents enrolled in the program.

Should Residents leave the program for any reason (including dismissal for failing to make satisfactory academic progress) after October 1, 2018, Partner will be responsible for either paying all deferred tuition which was intended to be covered by the AmeriCorps Segal Education Award or paying back an equivalent amount of the private scholarship offered by Relay in place of the Segal Education award. This amount will become payable immediately upon exit.

Residents who fail to pay tuition bills risk removal from the program. Tuition amounts described above are estimates and are subject to change, though Relay will take all efforts to maintain tuition estimates as described.

If Residents are hired into full-time teaching positions in their first year of the program, they may become ineligible to remain in the Residency and will not be guaranteed Residency tuition pricing. Out of pocket tuition costs may increase to \$9,000 in these cases.

Partner and Residents will be responsible for all certification-related costs, including testing fees.

Partnership Communication

Relay's Jennifer Stephenson, Director of Residency and IDEA's Natalie Tyrrell, Director of Teacher Advancement, or Melissa Sheinfeld, VP of Teacher Advancement, will be the point-persons for all communication. Relay will provide regular updates regarding Residents' progress, upcoming coursework, and other relevant data. Partner point-person will attend at least monthly in-person meetings with Relay point person to assess the progress of the partnership.

Videotaping in the Classroom

To support Residents and graduate students in submitting video assessments, Partner will permit Residents and graduate students to videotape in their PK-12 classroom throughout their enrollment in the program. All Residents will be required to obtain and submit to Relay a School Authorization form, which requires them to obtain their school leader's permission to

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videotape in their classroom. Partner will assist Residents and graduate students in obtaining all required media releases.

Data and Reporting

Partner will allow Residents and graduate students to submit PK-12 student test data to Relay for PK-12 students taught by Residents and graduate students, and will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) when sharing the information. Partner agrees to share PK-12 student data with Relay annually, including state test scores, while Residents and graduate students are still employed at Partner, including after they graduate from Relay. Partner may also be asked to share additional PK-12 assessment or attendance data while Residents and graduate students are still employed at Partner, including after they graduate from Relay.

Relay agrees that all data collected will be stripped of identifying data as consistent with applicable state and federal laws and will not be shared externally except in aggregate. Relay will be responsible for reporting data to AmeriCorps and other funders as applicable. Relay's use of the data will be consistent with FERPA.

Partner and Relay will abide by the terms outlined in the Data Use Agreement (Appendix C).

Intellectual Property

Partner understands and acknowledges that Relay creates its own intellectual property ("IP")—including but not limited to curricula, instructional materials, multimedia, technologies, software, videos, trademarks, trade names, and logos—and licenses others' IP in order to deliver its educational programs. Partner agrees that Relay (and/or its licensors) retain all right, title, and interest in and to the IP that Relay provides to Partner and its Residents. Relay makes this IP available to Partner's Residents through a limited, revocable, non-exclusive, non-transferable, and non-sublicensable license solely for Residents' personal, noncommercial, educational use while enrolled in Relay's programs. Partner agrees that neither it nor its Residents shall distribute, make derivative works from, or otherwise make available Relay's or its licensors' IP for any other purpose. Partner understands and acknowledges that Relay may revoke this limited license at Relay's sole discretion. Other than as expressly set forth here, no license or other rights in Relay's or its licensors' IP are granted to Partner or its Residents, and all such rights are hereby expressly reserved.

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RESIDENCY OVERVIEW

Resident Advisor Selection

Partner will recruit and select teachers to serve as Resident Advisors (“RAs”) in collaboration with Relay faculty. RAs will have a history of strong student achievement results and performance in the PK-12 classroom. Partner will evaluate RA candidates on the Resident Advisor Selection Tool to both determine readiness and required areas of support. Partners will review RA candidates with Relay to ensure that RAs meet selection criteria or have an RA support plan in place. RAs will be matched one-on-one with Residents in their own certification area. If Relay determines at any point that the RA is unsuitable to support and mentor Residents, Relay reserves the right to request that Partner removes the RA from their role.

Resident Advisor Training and Support

In addition, during the school year, RAs will attend 7 mandatory training session (date TBD), as well as optional Gateway norming sessions. These sessions include:

- Resident Advisor Training: Orientation – 3 hours
- Resident Advisor Coaching Training: Observation and Feedback – 6 hours
 - Resident Advisor Coaching Practice: Observation and Feedback – 2 hours
- Resident Advisor Coaching Training: Real Time Coaching – 6 hours
 - Resident Advisor Coaching Practice: Real Time Coaching – 2 hours
- Resident Advisor Coaching Training: Looking at Student Work – 6 hours
 - Resident Advisor Coaching Practice: Looking at Student Work – 2 hours

Partner and Relay will work together to determine appropriate timing for sessions, including securing release days (if appropriate) and reviewing the schedule with schools to ensure compliance.

Relay will provide RAs with access to relevant Relay coursework, Relay’s online video library of relevant teaching practices, and Relay’s digital library. Relay will also support RAs through co-observations in school at least 3 times a year. Relay will monitor feedback and action steps given to Residents and provide written and in-person support to improve quality.

Partner will support RAs through co-observations with instructional coaches and rehearsing feedback, when appropriate.

Resident Advisor Responsibilities

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Residents will spend at least one period per school day in the RA's classroom. RAs will model best teaching practices, provide guidance on school culture and systems, and meet with Residents a minimum of once per week to provide support. RAs will communicate Residents' progress to the Relay Annie Hoffman a minimum of five times throughout the year, corresponding to the Gateway Assessments ("Gateways").

Partner Commitments to Supporting the Resident Advisor Role

Partner commitments to the Resident Advisor role include:

- Selecting appropriate Resident Advisors
- Create support plans for any Resident Advisor who may be missing a few pre-requisite skills
- Ensure Residents are able to spend at least one period per day in their RAs classroom
- Ensure RAs are able to support Residents at least once a week
- Partner provides a weekly common planning time for Residents to meet with their RA
- Commit to RAs using a common action step tracker for Residents
- Commit to mandatory attendance for RA trainings
- Create opportunities for Resident Advisor to receive support on coaching from instructional leaders at school sites
- Ensure Resident Advisors and school site leaders appropriately and collaboratively score Resident Gateway assessments

Partner Commitments to Relay Teaching Residency

Partner commitments to the Relay Teaching Residency include:

- Partner hires 12 Residents (including 10 Founding Teacher Fellows) and 2 MAT teachers into full-time positions in their schools.
- Partner provides Residents with a strong RA who has the time and expertise required to mentor and coach an aspiring teacher.
- Partner provides a weekly common planning time for Residents to meet with their RA.
- Partner requires Residents to remain enrolled at Relay for the duration of the two-year program.
- Partner adheres to Residents' gradual on-ramp to full-time teaching responsibilities.
- Partner ensures that Residents remain in a Residency role during the school year and do not become the full-time teacher of record. **In addition to programmatic issues, such a change would cause Residents to lose their eligibility to earn an AmeriCorps Segal Education Award.**
- Partner requires Residents to attend Relay's pre-service, Summer 1 class sessions the summer before their first Residency year.

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- Partner requires Residents to attend all Relay classes and Deliberate Practice sessions.
 - Deliberate Practice sessions are held for three hours per week during the school day. Relay will make its best effort to schedule Deliberate Practice at a time preferred by partners, but cannot guarantee partners' first choice scheduling preferences.
- Partner requires Residents to attend Relay's Summer 2 class sessions during the summer before their second year in the program.
- Partner emails Relay notification of any change in Residents' teaching placement/certification areas. This includes a change in grade teaching, subject teaching, and/or teaching position title or responsibilities.
- Partner shares necessary data with Relay (as outlined in Data Agreement, Appendix C).
- Partner commits to providing housing for Austin residents during Summer week-long sessions.

Resident Management and Support

Program manager will be Natalie Tyrrell or Melissa Sheinfeld. Residents' direct manager will be their assigned school leader.

Summer 1

Residents will participate in intensive, pre-service Summer 1 class sessions as a part of the Relay program. For CO2020, all Residents will be required to attend a 6-day summer program, July 6 and July 9-13, 2018. Relay will work with Partner to align dates with Partner and campus-specific training, to the greatest extent possible.

Deliberate Practice Sessions

Attendance at Deliberate Practice sessions is mandatory for all Residents in Year 1. Deliberate Practice sessions will be held approximately every week of the academic year, with exact dates and times to be determined. Deliberate Practice sessions will be held during the school day at a time TBD and will occur weekly at this time until the end of the school year. Sessions will be held at a central location. Partner will release Residents from any responsibilities during Deliberate Practice sessions so that they are able to attend each week. Relay will provide a calendar of Deliberate Practice sessions no later than June 1, 2018. Deliberate Practice session dates and times are subject to change. IDEA staff will provide DP support in Austin.

Graduate Coursework

Residents will complete MAT coursework and will attend class sessions approximately 3-4 times per month (typically two weeknight Core classes and 1-2 Content classes), which will continue Relay Graduate School of Education and IDEA/Relay Teaching Residency and MAT Memorandum of Understanding

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through both years of the program. Residents will make satisfactory academic progress as defined by Relay across all Relay assessments and observations. Failing to make satisfactory academic progress for two consecutive terms may trigger an academic performance review and possible exit from the program. Relay will provide a calendar of Relay class sessions no later than June 1, 2018. Class dates and times are subject to change.

Assessments and Gateways

Since Relay is a performance and proficiency-based program, there are multiple performance assessments throughout the year to determine whether the Residents are making adequate progress towards becoming lead teachers. Assessments include videos, observations, lesson plans, reflections, data trackers, and data driven action plans. Assessments vary by content and are scored based on customized performance rubrics.

Gateways serve as checkpoints to both identify and communicate whether Residents are on track to becoming lead teachers of record. As such, proficiency levels determine Residents' ability to move to the next level of the program. Residents are evaluated by the Relay faculty and their school based Resident Advisors on Gateway rubrics, with the Relay faculty determining the final score for Residents. There are three possible responses to the Gateways:

- If the Residents are proficient, then they will move ahead.
- If the Residents struggle, then they will receive extra remediation and be assessed again.
- Should Residents fail a Gateway multiple times, therefore failing to demonstrate readiness to take on further instructional responsibilities and move on with their cohort, they will be put on a performance improvement plan and may be dismissed from the Relay Residency Program.

Relay may dismiss Residents based on Gateway performance; it is up to the school whether the Resident remains employed after a Gateway dismissal.

Year 2 for Teachers and Residents

The Relay Teaching Residency is a two-year program. As part of the final Gateway for the first year of the Residency, Partner will identify appropriate full-time teaching placement for Residents at the conclusion of the first year of the program. Partner will continue to support Residents who are hired into full-time teaching placements in Relay coursework during their second year as graduate students.

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AMERICORPS OVERVIEW

The Relay Teaching Residency is an AmeriCorps-sponsored program. All Residents admitted into the program are expected to apply to become AmeriCorps members, unless they are already serving in another AmeriCorps program at time of enrollment (e.g. City Year).

AmeriCorps Application

Partner recognizes that the Relay Residency Program is an AmeriCorps-sponsored program. Relay will manage all AmeriCorps-related paperwork and applications to ensure that Residents are enrolled as corps members for the school year. Partner will support its candidates in all the requirements for full and active participation in an AmeriCorps program, including completing the AmeriCorps service membership application process, providing participants with RAs, and regular and frequent communication with Relay's AmeriCorps program. **If the Partner is unable to support a candidate in applying for an AmeriCorps membership, the candidate will lose his or her Relay scholarship, and Residents and/or Partner will be required to pay the balance of the student's tuition.**

Citizenship

Only Residents with United States citizenship or permanent resident status are eligible to enroll in AmeriCorps.

Criminal History Checks

As required by the federal Corporation for National and Community Service ("CNCS") in its administration of AmeriCorps, all Residents must pass a three-part criminal history check. Residents will undergo FBI and state checks, as Partner employees, that are in compliance with AmeriCorps regulations. Relay will conduct the National Sex Offender Registry check. Criminal history checks must be initiated before Residents begin service. Partner agrees to verify its Residents' identification using a government-issued photo ID and obtain and maintain written consent from Residents before initiating criminal history checks. Partner agrees to share documentation of consent and identity verification with Relay if necessary. Partner agrees to review the FBI/state check results from the state repository for Residents and make a hiring decision in line with Partner policy. Partner will provide Residents appropriate due process to appeal the result, if requested. Partner acknowledges that any individual who is registered, or required to be registered, on a sex offender registry or who was convicted of murder will not be cleared to participate in the Residency. Partner agrees to forward a copy of the clearance letter

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from the state for Residents to Relay, and keep the original copy in the Resident's personnel file on site.

By the start of the AmeriCorps service term, Partner will either forward Relay the clearance letter or send Relay a memo confirming that checks have been initiated and that Residents will be accompanied until cleared. Please see Appendix D for the accompaniment memo template for submission to Relay. Partner will pay for the background check or reimburse Residents for expenses related to background checks, per AmeriCorps regulations.

Prohibited Activities for AmeriCorps Members

As required by CNCS, AmeriCorps members are expected to conduct themselves and their affairs in a manner that is honest, ethical, and which brings good credit to themselves, the organization they serve, and AmeriCorps. Partner agrees to act in accordance with all applicable state and federal laws and regulations pertaining to AmeriCorps and agrees not to ask Residents to participate in activities prohibited for AmeriCorps members. As defined by AmeriCorps, prohibited activities which Partner agrees not to ask Residents to participate in while representing AmeriCorps (e.g. wearing clothing with the AmeriCorps logo) include:

- Attempting to influence legislation;
- Organizing or engaging in protests, petitions, boycotts, or strikes;
- Assisting, promoting, or deterring union organizing
- Impairing existing contracts for services or collective bargaining agreements;
- Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- Providing a direct benefit to:
 - A business organized for profit;
 - A labor union;
 - A partisan political organization; or
 - A religious organization;
- Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- Providing abortion services or referrals for receipt of such services; and
- Such other activities as CNCS may prohibit.

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Additional AmeriCorps Regulations

Partner agrees to comply with all other AmeriCorps regulations, including the following:

1. Ensure that Residents do not, under any circumstance, perform services, duties, or activities that are assigned to an employee or to an employee who has recently resigned or been terminated. Residents cannot serve Partner in a way that will displace an employee or position or infringe upon an employee's promotional opportunities.
2. Ensure that all service sites are accessible to persons with disabilities and provide reasonable accommodations to the known intellectual or physical disabilities of Residents. All hiring must be made without regard to the need to provide reasonable accommodations.
3. Ensure that Residents are not fundraising for the Partner general operating budget or endowment.
4. Identify Partner as an AmeriCorps site by allowing Residents to hang an AmeriCorps poster on campus.
5. Allow Residents to wear the AmeriCorps logo as required by state grants. This can be a pin or lanyard and does not need to violate Partner's professional dress code.
6. Identify Partner as "hosting an AmeriCorps member" and acting as an "AmeriCorps service site" when speaking of the Residency.
7. Provide Residents a full-time salary and benefits to which regular full-time employees are entitled, including healthcare, vacation, and sick-leave.

Nondiscrimination

General Prohibition: No person with responsibilities in the operation of the project, whether affiliated with Partner or Relay, shall discriminate against Residents, or member of the staff of, or beneficiary of the project on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, age, disability, political affiliation, marital or parental status, military service, or any other basis prohibited by federal, state or local law.

Sexual Harassment: Sexual Harassment is a form of discrimination based on sex, which is prohibited as addressed directly above. Partner must prohibit sexual harassment and take immediate corrective action and/or disciplinary action if violations occur. Such sexual harassment violations include, but are not limited to:

1. Acts of "quid pro quo" sexual harassment where a supervisor demands sexual favors for service benefits, regardless of whether Partner, its agents, or supervisory employees should have known of the acts.
2. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature which have the purpose or effect of creating an intimidating, hostile or offensive service environment.

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3. Acts of sexual harassment toward fellow Residents, Partner employees, or non-employees, where Partner, its agent, or its supervisory employees knew or should have known about the conduct, unless it took immediate and appropriate corrective action.

Drug-Free Workplace

In accordance with the Federal Drug-Free Workplace Act of 1988, Relay and Partner are jointly committed to maintaining a drug- and alcohol-free environment. Partner affirms that:



1. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace and places of services.
2. Actions, including termination from the Residency, may be taken against Residents for violations of such prohibitions. If it is determined that Residents possessed, or possess, or used illegal drugs during the Residency and/or was under the influence of alcoholic beverages during service, they will be subject to dismissal from the Residency.
3. Partner affirms that it will notify Relay immediately if Residents are convicted of a drug offense or of being under the influence of alcohol while performing their duties during the Residency.
4. As part of new member orientation, Partner will inform Residents of these provisions and consequences for noncompliance.

Time Keeping and AmeriCorps Paperwork

Partner acknowledges that all Residents must engage in meaningful service at their school (e.g. co-teaching, lesson planning, leading small groups, supervising activities, etc.) for at least **1,700 hours** each year in order to receive their AmeriCorps Education Award. Partner must provide Residents adequate opportunities to satisfy this requirement. Partner agrees to collaborate with Relay to ensure that hours are verified and tracked according to AmeriCorps timekeeping requirements. School agrees to complete and submit a signed record of satisfactory performance, attendance, and AmeriCorps term completion to Relay at the end of each term. Relay will provide the template for this memo. Partner will ensure Residents complete any/all requested AmeriCorps paperwork in a timely manner, including but not limited to assessments and exit paperwork.

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By signing this form, the Partner and Relay agree to the above terms.

Relay Graduate School of Education	Partner
 Signature	 Signature
Pamela Inbasekaran Print Name	Natalie Tyrrell Print Name
Chief Operating Officer Title	Director of Teacher Advancement Title
Date	5/18/18 Date

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APPENDIX A: NON-MATRICULATED STUDENT POLICY

Policy & FAQ: Undergraduate GPA Non-Matriculated Status at Relay

Admissions 2018

(for students applying to a 2018-19 Relay MAT and/or Teacher Certification program)

Policy Headlines

1. Applicants who do not meet Relay's undergraduate GPA minimum are not eligible to be a matriculated student at Relay. They may instead be eligible for non-matriculated (i.e., non-matric) status.
2. When a student is non-matric, there are significant academic, financial, and certification implications (outlined below). Most notably, non-matrics are not working towards a degree, not eligible for certification, not eligible for federal financial aid, and not eligible for in-school deferment.
3. Before they can matriculate, non-matric students must:
 - a. submit proof to Relay of completing all certification requirements (e.g., pass exams and workshops) if they are joining a Relay program leading to certification; and
 - b. end the fall or spring term in good academic standing.
4. Given those implications, applicants should very carefully consider whether or not the non-matric option is right for them. It is strongly recommended that applicants consult the schools where they will be teaching and/or their sponsoring organization about this decision.

Policy FAQ

Question	Answer
1. Who does the Non-Matric (GPA) policy apply to?	<ul style="list-style-type: none">• Applicants whose undergraduate GPA is below a 2.75 are not eligible to matriculate at Relay.*• Applicants whose undergraduate GPA is at least a 2.5, but below a 2.75, may be eligible for non-matric status.• Applicants who earned an undergraduate GPA of at least 2.5, but below 2.75, AND provide an official transcript demonstrating they earned a graduate degree with a GPA of at least 3.0, may be considered for matriculated status.
2. What are the implications of being a non-matric?	<i>Below are the academic, certification, and financial implications of being non-matric at Relay. Read the next section for how those implications change should a student matriculate.</i>

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	<p>Academic Implications</p> <ul style="list-style-type: none"> • A student takes coursework (e.g., attends class and completes online coursework and assignments). • A student is not working towards a degree (for those joining a degree track). • A student earns credit for courses they are enrolled in upon receiving a passing grade. <p>Certification Implications (for those joining a program leading to certification)</p> <ul style="list-style-type: none"> • A student is not eligible to be recommended for certification and cannot obtain certification. • The student must complete all certification requirements (e.g., pass exams and workshops) before they can matriculate. <p>Financial Implications</p> <ul style="list-style-type: none"> • A student is not eligible for federal financial aid (i.e., Title IV federal loans and TEACH grants). • A student is not eligible to receive in-school deferment for pre-existing student loans. • A student must be prepared to pay tuition and fees out of pocket, as well as make payments on any pre-existing student loans. • A student will not receive a 1098-T.
3. What happens after a non-matric student matriculates?	<ul style="list-style-type: none"> • A student is now working towards a degree (for those joining a degree track). • A student may be eligible for certification upon satisfying state and Relay requirements (for those joining a program leading to certification). • A student becomes eligible to apply for Title IV federal financial aid (for those in a Relay program and campus eligible for financial aid). • A student continues to earn credit for coursework upon receiving a passing grade.
4. How does a Non-Matric (GPA) student matriculate?	<ul style="list-style-type: none"> • Finish the first fall or spring term in good academic standing (as defined in Relay's Program Guide), according to their Dean's Office end of term progress report; AND • Provide official proof to Relay, through processes shared by their Dean's Office, that they satisfied all state certification requirements for their program (e.g., pass all exams and workshops). This requirement applies only to those in programs requiring certification.

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<p>5. When can a Non-Matric (GPA) student matriculate?</p>	<ul style="list-style-type: none"> • Students must end the academic term in good academic standing to matriculate. Those joining a Relay program leading to certification must submit proof to Relay of completing all certification requirements (e.g., pass exams and workshops) before they can matriculate. • Students have the opportunity to matriculate on two separate occasions during their first year at Relay. • The first opportunity is at the end of the first fall term (Date TBA). <ul style="list-style-type: none"> a. If students do not meet the end of fall academic and certification matriculation standards, students may continue to the spring term as non-matric. However, if students' end-of-term academic performance is at or below the bar for dismissal, students will be dismissed. They will have earned credit for coursework for which they received a passing grade. • The second opportunity is at the end of the spring term (Date TBA). <ul style="list-style-type: none"> a. If students do not meet the end of spring academic and certification matriculation standards, students will be dismissed from Relay. Students will have earned credit for coursework for which they received a passing grade. • Students do not have the opportunity to matriculate between terms.
<p>6. How does an applicant apply to be a Non-Matric (GPA)?</p>	<ul style="list-style-type: none"> • Complete the same admissions application and process as matriculated students here. • Ensure the official transcript demonstrating proof of a bachelor's degree reflects at least a 2.5 undergraduate GPA and submit that with the online application. • Upload a second recommendation on the online application by the application deadline. • Make a plan in collaboration with the applicant's PK-12 school of employment. • Sign and date the bottom of this document and upload it onto the admissions portal.
<p>7. Are applicants whose undergraduate GPA is below a 2.5 eligible to be a Non-Matric (GPA)?</p>	<ul style="list-style-type: none"> • Unfortunately, applicants whose undergraduate GPA is below a 2.5 are ineligible for enrollment in a Relay MAT or teacher certification track.

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To be completed by applicant and uploaded by applicant onto the Relay admissions portal:

I have fully read this policy and understand its terms, contents, meaning, and impact. I sign this voluntarily and with full knowledge of its significance and a willingness to be bound by its terms.

Applicant's Full Name	
Applicant's Signature (electronic signature accepted)	
Today's Date	



APPENDIX B: CAMPUS CERTIFICATION POLICY

Incoming graduate students in the Relay San Antonio Residency Class of 2020 will be required to hold a Probationary or Intern certificate during the second year of the program, and upon successful completion of the two-year program, will be eligible for a Standard Certificate. Residents are required to pass the TExES Content Exam by the end of Spring 1 term and are highly encouraged to do so prior to admissions. Residents are required to pass the Pedagogy and Professional Responsibilities (PPR) EC-12 exams by the end of Spring 2, but are highly encouraged to do so by the end of Spring 1 to obtain their Probationary Certificate. Residents who do not pass the Content exams by the end of the Summer 1 term will be required to complete additional exam preparation counseling sessions and workshops during the Fall 1 and/or Spring 1 terms. By the end of the Spring 1 term, Residents must be eligible for either a Probationary Certificate (preferred) or an Intern Certificate and obtain a lead teaching position for the upcoming school year.



APPENDIX C DATA USE AGREEMENT

This Data Use Agreement (the “Agreement”) is made and entered into as of the Effective Date of the parent MOU between Relay and Partner (each a “Party” and collectively the “Parties”).

WHEREAS, the Parties share the interest of better preparing educators to lead their students to remarkably positive academic and life outcomes;

WHEREAS, the Family Educational Rights and Privacy Act (“FERPA”) (20 USC § 1232g; 34 CFR Part 99) makes confidential personally identifiable student information in education records and, subject to certain exceptions, prohibits the disclosure of such information to third parties;

WHEREAS, Relay has a need to study the effectiveness of its programs in order to improve its instruction, in accordance with 34 CFR § 99.31(a)(6)(i)(i);

WHEREAS, the Partner may also benefit from instructional improvements resulting from Relay’s aforementioned studies; and

WHEREAS, 34 CFR § 99.31(b)(1) enables the Partner to share certain information with Relay to support Relay’s instructional-improvement-related studies;

NOW, THEREFORE, the Parties agree as follows:

1. **Statement of Purpose.**

- a. **Research Rationale.** As part of the Partner’s ongoing efforts to improve its quality of instruction and raise student achievement, the Partner will engage, enroll, and support some of its employed teachers as graduate students in Relay’s training and educational programs. In order to assess the effectiveness and impact of Relay’s programs on the quality of instruction of Partner’s teachers and the achievement of Partner’s students, Partner will provide Relay with access to certain Partner Data as described in this Agreement.
- b. **Research Questions.** The Partner Data will be used by Relay to determine whether teachers’ participation in Relay’s programs enhances teachers’ quality of instruction and student achievement (the “Research”). These insights will assist the Partner in evaluating its efforts to increase instructional efficacy among its teachers and academic achievement among its students.

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2. Term and Termination.

- a. **Term.** This Agreement takes effect upon the Effective Date of the parent MOU executed between the Parties and shall remain in effect until three years (36 months) from the date of this agreement, or until terminated by either Party, whichever occurs first (the “Term”). At least sixty (60) days prior to the expiration of the Term, the Parties shall work together in good faith to re-evaluate this Agreement to consider renewal and/or renegotiation of the terms as appropriate.
- b. **Termination for Convenience.** Either Party may terminate this Agreement for any reason or for no reason by providing thirty (30) days written notice to the other Party.

3. **Data Disclosure.** To support Relay’s Research, the Partner agrees to share with Relay certain data files and fields (the Partner Data, as defined below). To facilitate the Partner’s preparation of the Partner Data, Relay shall provide the Partner with certain data to identify Relay-trained educators (the Relay Data, as defined below).

- a. **Scope of Relay Data Sharing.** Relay agrees to share with Partner the following data to identify Relay-trained educators employed by the Partner (the “Relay Data”):
 - i. Name;
 - ii. Date of birth; and
 - iii. School where last employed.
- b. **Timing of Relay Data Sharing.** Relay agrees to provide the Relay Data to Partner on December 15th and June 15th of each calendar year that this Agreement is in effect.
- c. **Scope of Partner Data Sharing.** The Partner agrees to share with Relay the following data files and fields (the “Partner Data”) for the current academic year as well as the prior two academic years (i.e., 2014-2015 and 2015-2016, as available). Partner agrees to provide Relay with the following Partner Data for *all* teachers in the schools where Relay-trained educators are employed (i.e., not only for Relay-trained educators in the schools where they work, but *also* for non-Relay-trained educator peers working in the same schools).

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- i. Employment data up to ten years after graduation from Relay, including but not limited to school name, principal name, courses taught, teacher attendance, and tenure status;
 - ii. Teacher demographic information (e.g., gender, race/ethnicity);
 - iii. Teachers' evaluation ratings, sub-ratings, and value-added/transitional student growth ratings (where available and where legally allowed);
 - iv. Individual student achievement test results with linkage to teachers (provided at the student level and de-identified to ensure that no personally identifiable data about P-12 students are included); and
 - v. Individual student records detailing demographics (e.g., gender, race/ethnicity) and school attendance.
- d. **Timing of Partner Data Sharing.** Partner agrees to provide the Partner Data to Relay within one month of when the data are available or by August 15th of each calendar year that this Agreement is in effect, whichever occurs first.
- e. **De-Identification of Partner Data.** In order to minimize the amount of personally identifiable information ("PII") transported outside of Partner's systems, Partner will, or will work with Relay to, remove PII elements for non-Relay-trained teachers and for P-12 students before the Partner Data are transferred to Relay.

4. **Confidentiality.**

- a. **Compliance with Relevant Laws.** This Agreement is entered into by Relay and the Partner in accordance with the provisions of FERPA, its implementing regulations, and any applicable state laws (the "Relevant Laws"). In particular, the Parties acknowledge that all Partner Data and Relay Data that include PII contained in or derived from education records and/or teacher evaluations are deemed confidential pursuant to Relevant Laws.
- b. **Confidentiality of Partner Data.** Relay agrees that it shall not disclose the Partner Data to any third party:
- i. Without the Partner's prior, written permission;
and
 - ii. In a manner that violates the terms of Relevant Laws.

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- iii. Notwithstanding these confidentiality obligations, Partner acknowledges that Relay outsources to contractors (“Research Contractors”) some of its Research functions as permitted by 34 CFR § 99.31(a)(1)(i)(B), that Relay’s Research Contractors are bound by similar confidentiality obligations (as per Section 5.3) and by FERPA, and that Relay may disclose Partner Data to its Research Contractors in order to produce the Research.
- c. **Confidentiality of Relay Data.** Partner agrees that it shall not disclose the Relay Data to any third party:
 - i. Without Relay’s prior, written permission; and
 - ii. In a manner that violates the terms of Relevant Laws.
- d. **Survival of Confidentiality Obligations.** The terms of this Section 4 shall survive any expiration or termination of this Agreement.

5. **Restrictions on Use.**

- a. **Use of Partner Data Solely to Support Research.** Relay agrees to collect and use any Partner Data disclosed by the Partner solely for the purposes of the Research pursuant to this Agreement. Relay understands that this Agreement does not convey any ownership rights of the Partner Data to Relay.
- b. **Use of Relay Data Solely to Support Research.** Partner agrees to collect and use any Relay Data disclosed by Relay solely for the purposes of the Research pursuant to this Agreement. Partner understands that this Agreement does not convey any ownership rights of the Relay Data to the Partner.
- c. **Limited Access.** Each Party shall limit access to the other Party’s confidential information to individuals working on the Research with legitimate interests in the information and on a need-to-know basis.
- d. **Survival of Restrictions on Use.** The terms of this Section 5 shall survive any expiration or termination of this Agreement.

6. **Reports.**

- a. **Review Period.** In order to protect the confidentiality of the Partner Data per Section 4, Relay agrees to provide to Partner any proposed publications or presentations which are to make public any findings, data, or results of the Research under this Agreement for Partner’s review and comment at least

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fourteen (14) calendar days prior to submission of a manuscript or abstract for publication or the date of the presentation, provided that such review shall be limited to the identification of confidential information contained in the publication. If Relay does not receive a written response from Partner after fourteen (14) calendar days regarding Relay's advisory under this Section 6.1, then Relay shall have the right to publish. For the avoidance of doubt, once a work has been reviewed, the content may be disclosed in substantially the same form on multiple occasions without additional review by Partner.

- b. **Ownership.** Relay shall own the copyright in any works it originally authors under this Agreement.
- 7. **Liaison Officials.** Relay's and the Partner's liaisons for the implementation of this Agreement are as follows. For the avoidance of doubt, this Agreement may not be modified or altered by the following liaisons—rather, this Agreement may only be modified or altered by the signatories at the bottom of this Agreement or by other duly authorized representatives of the Partner and Relay.

Anne-Marie Hoxie
Chief Research Officer
Relay Graduate School of Education
40 W. 20th St.
Seventh Floor
New York, NY 10011
ahoxie@relay.edu
212-228-1888

Natalie Tyrrell
Dir. of Teacher Advancement
IDEA Public Schools
12500 San Pedro Ave.
Suite 500
San Antonio, TX 78216
natalie.tyrrell@
ideapublicschools.org

- 8. **General.**
 - a. **Entire Agreement.** This Agreement expresses the entire agreement of the Parties and shall not be modified or altered except in writing executed by duly authorized representatives of the Partner and Relay, and in a manner consistent with Relevant Laws.
 - b. **Independent Parties.** The Parties are independent contractors and do not intend that any agency, partnership, joint venture, or exclusive relationship is created between the Parties by this Agreement. Nothing in this Agreement shall be construed as obligating the Parties to enter into any subsequent agreement or relationship.

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- c. **Headings.** The headings preceding the various sections and paragraphs of this Agreement are intended solely for the convenience of the Parties and shall not be deemed relevant in the construction of this Agreement or its terms.



**APPENDIX D:
BACKGROUND CHECK AND
ACCOMPANIMENT MEMO**

<PARTNER LETTERHEAD>

<Date>

Alessandra Echeverria
Relay Graduate School of Education
40 West 20th Street, 7th Floor
New York, NY 10011

Dear Ms. Echeverria:

<Partner> has initiated state and FBI background checks on employees participating in the Relay <Campus> Teaching Residency, and has reviewed the results of the checks. The following employees have cleared their checks and are eligible to serve as AmeriCorps members in the 2017-2018 school year:

<Resident names>

The following have not yet cleared the check, and will be accompanied until checks have been completed and an updated memo sent to Relay:

<Resident names>

All checks were initiated prior to <service start date>, the start of service. <Partner> verified members' identification using a government-issued photo ID and obtained written consent from each member before initiating criminal history checks.

Sincerely,

<Partner employee>

<Title>

<Partner>



To Whom It May Concern,

We, the leadership of Relay Graduate School of Education (Relay GSE) and IDEA Public Schools (IDEA), commit to working together to effectively implement the Grow Your Own grant program.

As the fiscal agent and EPP of the grant, Relay GSE commits to:

- Ensuring that grant monies are disbursed and reported in accordance with the goals and conditions of the grant
- Delivering a relevant and rigorous certification and residency program to participants
- Actively monitoring teacher candidate progress and performance
- Communicating with IDEA as appropriate to ensure adequate teacher candidate performance and grant management
- Collaborating with IDEA to gather and report data on the progress made toward the goals outlined in the grant
- Training and supporting the mentor teachers as necessary
- Any additional efforts necessary to ensure ethical and effective administration of the grant

As the partner LEA of the grant, IDEA commits to:

- Identifying appropriate mentor teachers to support grant participants
- Ensuring that grant participants have the flexibility and support to attend all classes and trainings as necessary
- Disbursing participant stipend funds as stipulated in their MOU with grant participants
- Collaborating with Relay GSE to gather and report data on the progress made toward the goals outlined in the grant
- Any additional efforts necessary to ensure ethical and effective administration of the grant

Signed,

Relay Leadership



Chris Fraser

Name

Senior Dean

Title

11/13/2018

Date

IDEA Leadership



Jamey Roberts

Name

Chief Human Assets Officer

Title

11/13/2018

Date



IDEA Public Schools (HQ)
2115 W. Pike Boulevard
Weslaco, TX 78596
Phone 956-377-8000

November 9, 2018

Dear Esteemed Application Reviewers:

This letter serves to confirm my support of the Relay Graduate School of Education (Relay GSE) to expand and improve the Relay Teaching Residency across IDEA Public Schools in the upcoming school years.

As the President of the Board of Directors for IDEA Public Schools, I understand the importance of removing barriers to enter teaching through high-quality pathways that intentionally and systemically support new teachers entering the profession. Financial barriers force candidates into programs that do not afford them the best preparation, and those who are underprepared leave the profession quickly, contributing significantly to teacher shortages and persistent school improvement challenges. IDEA's plans to grow to educate 100,000 students by 2020 means we have an increasing need for more high-quality, well-prepared teachers as we open more classrooms each year and the partnership with Relay will help us meet this demand.

In the 2017-18 school year, we partnered with Relay GSE to launch a Residency across six IDEA schools. After initial success, we are eager to not only increase the number of IDEA teachers trained through the Relay Teaching Residency, but to also improve our partnership to better support Residents, and ultimately the students they serve.

Our partnership with Relay GSE is important to our school community, and this project will build on and strengthen work we have done in Texas. With this grant, we will be able to bring more new teachers in high-need certification areas to help improve education for more PK-12 students across the state. We look forward to building a strong, diverse pipeline of Residency-prepared teachers, and to growing an even stronger teacher leadership base across our schools.

Thank you for your consideration of this proposal.

Sincerely,

A handwritten signature in black ink that reads "Reba Cardenas McNair".

Reba McNair
IDEA Public Schools Board of Directors President



IDEA Headquarters
2115 W. Pike Boulevard
Weslaco, Texas 78596
Phone 956 377 8000
Fax 956 447 3796

IDEA PUBLIC SCHOOLS MEMORANDUM OF UNDERSTANDING FOR TEACHER RESIDENTS SUPPORTED BY TEA GROW YOUR OWN GRANT

This agreement is made and entered into by and between the IDEA Public Schools (IDEA) and _____ (INSERT RESIDENT NAME), referred to herein as "Employee." In addition to the Teacher Contract signed with IDEA Public Schools, as a named teacher resident through the Texas Education Agency's Grow Your Own grant competition, employee hereby accepts following terms and conditions:

- 1. Position and Term:** IDEA agrees to employ Employee for the 2019-2020 school year as a Professional Educator on a 12-month basis, and as a member of the Relay Teacher Residency. As a Resident selected to be part of the Texas Education Agency Growth Your Own grant, the Employee is committing to teach at IDEA for at least three years.
- 2. Conditions:** Employment in a position funded in whole or in part by federal, private, or state funds is expressly conditioned upon availability and receipt of sufficient federal, private or state funding for that position. As part of the grant program, the Employee will receive a stipend for participating in the Relay Teacher Residency and commitment to remain in the classroom teaching for three years. The best use of the stipend will be determined in partnership with the Employee to ensure an equitable plan to support the Employee's residency. If funding from these sources of any amount becomes unavailable, Employee's employment and this contract could be up for termination if other funding sources are not identified to cover the expenses.
- 3. Duties and Responsibilities:** As a resident in the Relay program, the Employee is agreeing to meet the any and all agreements with and requirements of Relay GSE.

I have read this Contract and agree to abide by its terms and conditions:

Employee Signature

Date

As referenced in the draft MOU for the GYO Teacher Residents, they will also sign the below teacher contract as employees of IDEA.



IDEA Headquarters
2115 W. Pike Boulevard
Weslaco, Texas 78596
Phone 956 377 8000
Fax 956 447 3796

IDEA PUBLIC SCHOOLS EMPLOYMENT CONTRACT FOR PROFESSIONAL EDUCATOR FOR 2018-2019 SCHOOL YEAR

This Contract is made and entered into by and between the IDEA Public Schools (IDEA) and _____, referred to herein as "Employee." Employee hereby accepts this employment on the following terms and conditions:

1. Position and Term: IDEA agrees to employ Employee for the 2018-2019 school year as a Professional Educator on a 12-month basis, and according to the work schedule and calendar(s) approved by IDEA Public Schools, or as may be amended at IDEA's discretion. IDEA may extend the end date in a school or work year for any reason, including but not limited to adjustments to the instructional schedule or for other school related activities, functions, or trainings. IDEA has not adopted any policy, rule, regulation, law or practice providing for tenure. No right of tenure is created by this contract. No property interest or any other entitlement, expectancy or right, express or implied, is created by this contract or beyond the terms of this contract. Employee may be assigned to other Professional positions during the term of this contract based on IDEA's needs and at IDEA's discretion.

2. Conditions: Employment in a position funded in whole or in part by federal, private, or state funds is expressly conditioned upon availability and receipt of sufficient federal, private or state funding for that position. If funding from these sources of any amount becomes unavailable, Employee's employment and this contract is subject to immediate termination.

3. Compensation: IDEA agrees to pay Employee an annual salary in equal monthly installments, based on the compensation plan/salary schedule for the above-referenced school year. Even though Employee may be required to work on a less-than-12-month basis, depending on the school and/or work calendar applicable, Employee's salary will be paid on an annualized basis over 12 months. Salary shall be reduced for absences in excess of authorized, paid leave in accordance with federal and state law or as stipulated in IDEA's employment manual. Payments or bonuses for additional or supplemental duties, if any, will be the subject of a separate contract between Employee and IDEA or as otherwise stipulated by IDEA for all professional educators meeting specific criteria set by IDEA. Such payments, if any, are not included as part of Employee's annual salary.

The position of Professional Educator is a "teacher" under the Fair Labor Standards Act and is an exempt position, as such; Employee may be required to work more than 40 hours in a workweek without receiving additional compensation. The nature of Employee's position may also necessitate work on the weekends, in the evening, on dates and times not included in the work schedule or school calendar and/or at off-campus locations. Unless otherwise agreed in writing or subject to a bona fide performance pay program, Employee's salary includes consideration and compensation for all assigned duties, responsibilities, and tasks-including but not limited to in-service days, meetings, trainings, professional development and conferences-regardless of the actual number of hours or days (including days not designated on the school or work calendar).

4. Employment: Employee has no expectation of employment in a specific professional position, duties or responsibilities and is subject to assignment, reassignment, additional duties, changes in responsibilities, transfers, or reclassification of positions or duties, at the sole discretion of IDEA.

5. Non-Chapter 21 Contract: IDEA is an open-enrollment charter school governed by Subchapter D, Chapter 12 of the Texas Education Code. Accordingly, this Contract is not a Texas Education Code Chapter 21 term, probationary, or continuing contract. This contract does not grant Employee any rights, benefits, privileges, protections or to the procedures or contract terms required by Texas Education Code Chapter 21. This Contract

As referenced in the draft MOU for the GYO Teacher Residents, they will also sign the below teacher contract as employees of IDEA.



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 Weslaco, Texas 78596
Phone 956 377 8000
Fax 956 447 3796

expires at the end of its stated term, or earlier if so provided in this Contract, in IDEA's policies, procedures or under applicable law. This Contract shall not automatically renew at the expiration of its term and may be renewed only by written notice to the Employee from IDEA.

6. Duties and Responsibilities: Employee shall perform assigned duties to the best of Employee's skills and abilities, and shall discharge the duties required by state and federal rules and regulations, and the policies, regulations and directives of IDEA. Employee shall comply with and accept IDEA's policies, rules, regulations, and administrative directives as they exist or may hereafter be amended. Employee is responsible for creating a work and learning environment that will promote the success of all students. Employee shall faithfully perform to the satisfaction of IDEA all duties and responsibilities set forth in the job description or as assigned. Acceptance of this Contract acknowledges Employee's agreement to adhere the following minimum expectations:

- Teach during normal, posted campus hours every Monday through Friday and on appropriate Saturdays;
- Arrive on campus as designated by the campus administration, but no less than at least 15 minutes prior to student arrival times and remain at least 15 minutes after student dismissal times;
- Provide students with engaging and high-caliber instruction on a daily basis;
- Maintain a positive, safe, and organized learning environment;
- Conduct morning, lunch, and afternoon duties, including bus duty, during assigned times;
- Complete and submit all necessary paperwork in a timely manner, including reports pertaining to student records, instruction, and behavior to be delivered to the school principal or designee;
- Provide Employee's IDEA-issued cellular phone number to students and be available to students, families and school staff via phone after school hours;
- Make appropriate parental/guardian contact by phone and/or conduct home visits when necessary;
- Attend parent meetings and conferences, report card pick-up nights, exhibitions, parent nights, etc.;
- Communicate and document communication with the parent/guardian of every assigned student in instances of disruptive behavior or where an assigned student's academic performance is unacceptable;
- Respond to all appropriate business communications (from parents, staff members, and students) within 24 hours;
- Chaperone local and out-of-state field lessons including, but not limited to, student spring trips;
- Attend required school, faculty and professional development meetings, and all grade level events;
- Participate in and satisfactorily complete professional development in areas specified by the school;
- Satisfy the proficiency level in the use of computer applications as determined by the school's principal;
- Visit student homes during the spring semester to conduct home visits for the incoming class(es) and other vacancies at other grade levels, as directed;
- Follow all IDEA policies and procedures, including but not limited to those policies expressed in IDEA's Employee Handbook, Teacher/Parent/Student Agreement, and as will be communicated to Employee from time to time by IDEA;
- Comply with the Texas Educators' Code of Ethics, 19 Tex. Admin. Code § 247.2, as may be amended; and
- Perform such other duties assigned to Employee by policy, regulation or directive.

Failure to comply with IDEA's standards of conduct, any of the above requirements, or as prescribed in IDEA's Employee Handbook, may be considered misconduct connected with the work, "Good Cause" and grounds for termination as determined at IDEA's sole discretion. IDEA, at its sole discretion, may suspend Employee with or without pay during the term of this Contract as determined appropriate by IDEA in lieu of or in addition to termination. Good Cause shall also include funding or financial needs as determined by IDEA, programmatic changes of IDEA, or as otherwise determined in the best interest of IDEA at its sole discretion.

As referenced in the draft MOU for the GYO Teacher Residents, they will also sign the below teacher contract as employees of IDEA.



IDEA Headquarters
2115 W. Pike Boulevard
Weslaco, Texas 78596
Phone 956.377.8000
Fax 956.447.3796

7. Personnel Records: This Contract is expressly conditioned on Employee's presentation to IDEA's Department of Human Resources a copy of official college transcripts, other state-mandated credentials, other records required for the personnel files or payroll purposes, and any other records or documents required by law or school policy to be filed and/or maintained with IDEA. Employee further agrees to provide any certification, service records, teaching credentials, and other records and information required by law, the Texas Education Agency, the State Board for Educator Certification, the State Board of Education, Texas Education Agency or IDEA. A false statement in the employment application or in information provided by Employee and/or any misrepresentations or omissions of requested information is a breach of contract and may result in Employee's immediate termination, which may be considered misconduct connected with the work, good cause and grounds for termination.

8. Qualifications: If Employee is assigned to be a classroom teacher, Employee agrees that, prior to beginning work for IDEA, s/he will have at least a bachelor's degree from an accredited college or university and become and remain "highly qualified," as that term is defined under the No Child Left Behind Act, 20 U.S.C. 7801 and by the TEA, to the extent required by law.

9. Criminal History Review: Employee understands that state law requires criminal history background checks to be performed for employment with IDEA. To this end, employment is contingent upon Employee having executed a separate background check authorization and the completion of a satisfactory background and criminal record check under applicable state law, and as determined by IDEA. Employee understands and further authorizes background and criminal history checks to be conducted and/or updated by IDEA at IDEA's discretion. Employee understands and agrees that employment is conditioned on Employee executing IDEA's required employment forms and acknowledgments and meeting all eligibility requirements under law or IDEA policy. Employee represents that s/he has disclosed to IDEA, in writing, any conviction, no contest or guilty plea, deferred adjudication, or other adjudication for any felony, misdemeanor involving moral turpitude or any offense listed at 19 Texas Administrative Code § 249.16(b) or Texas Education Code § 12.120. Employee further agrees to notify IDEA within 48 hours of any arrest, indictment, or conviction for any felony or misdemeanor involving moral turpitude. Failure to comply with this Section 9 may be considered misconduct connected with the work, good cause and grounds for termination as determined at IDEA's sole discretion.

10. Benefits: IDEA shall provide benefits to Employee as required by state law and IDEA's policies. IDEA reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the sole discretion of IDEA.

11. Notice to Employee: Employee agrees to keep a current address on file with IDEA's Department of Human Resources. Employee agrees that IDEA may meet any legal obligation it has to give Employee written notice regarding Employee's employment by hand-delivering the notice to Employee or by sending the notice by certified mail, regular mail, and/or express delivery service to Employee's address of record.

12. Employee shall satisfactorily submit or account for all grades, school equipment including cell phones, laptops or other required school items at the end of the school year. Except as otherwise required by law, if Employee resigns or abandons the performance of his/her duties, s/he shall not receive his/her final salary payment until all reports, records, school equipment, or other required items are properly submitted or returned to IDEA.

13. Failure to sign and return this Contract to the Human Resources Department within five business days shall result in a rejection of the employment offer.

14. Employee agrees to provide written notice to IDEA of intent to resign at least 45 calendar days before the commencement of the next school year. If Employee is a certified educator and resigns during the

As referenced in the draft MOU for the GYO Teacher Residents, they will also sign the below teacher contract as employees of IDEA.



IDEA Headquarters
2115 W. Pike Boulevard
Weslaco, Texas 78596
Phone 956.377.8000
Fax 956.447.3796

term of this Contract or failures to provide written notice as described above, **without written consent of IDEA, IDEA may report employee to the State Board for Educator Certification, TEA or the Regional Educational Service Center, as IDEA deems appropriate, for Job Abandonment.**

15. This Contract supersedes any and all prior agreements and representations between the parties concerning employment by IDEA of Employee. Neither this contract nor any amendments thereto shall be binding unless authorized by IDEA in writing, and signed by both parties. This contract does not constitute a "unified contract" with any supplemental duties that may be assigned to Employee and/or subject to a separate agreement.

16. This Contract shall be governed by the laws of the State of Texas and is performable in Bexar County, Texas.

17. The parties agree to be bound by the terms of the Mandatory Arbitration Agreement, attached hereto as Exhibit A.

I have read this Contract and agree to abide by its terms and conditions:

Employee Signature

Date

IDEA Public Schools

By: :

Misty D. Martin, SPHR
Sr. VP of Administrative Services

EXHIBIT A - MANDATORY ARBITRATION AGREEMENT

(1) The dispute resolution process provided for herein shall be used by IDEA Public Schools (IDEA) and the Employee to attempt to resolve any claim for breach of contract made by the Employee or any cause of action arising from or relating to Employee's employment with IDEA:

(A) Any and all claims by an Employee must first be brought through and in accordance with IDEA's employee grievance policy as provided in the Employee Handbook. The purpose of the grievance policy is to resolve disputes efficiently and at the lowest level possible. The Employee must exhaust the grievance process, unless otherwise waived or agreed to by IDEA.

(B) After exhaustion of the grievance process, the Employee may appeal the grievance decision and any claims the Employee may bring against IDEA, or any claims IDEA may bring against the Employee, including but not limited to claims

As referenced in the draft MOU for the GYO Teacher Residents, they will also sign the below teacher contract as employees of IDEA.



IDEA Headquarters
2115 W. Pike Boulevard
Weslaco, Texas 78596
Phone 956 377 8000
Fax 956 447 3796

for breach of this contract and/or claims arising from or relating to the Employee's employment with IDEA or the termination thereof, that the parties cannot resolve in the ordinary course of business shall be submitted to binding arbitration as established herein. To initiate the process, the aggrieved party shall notify the other that a dispute exists between them. Such notice shall be in writing delivered within 30 calendar days after exhaustion of the grievance process and shall specifically state the article and section of the employment contract that is in dispute, the grounds for the position that such article and section is in dispute, specific details and facts about any other disputes, the administrative record and the grievance decision, and that the Employee is formally requesting arbitration. The Employee shall submit written notice to Misty D. Martin, Sr. VP of Administrative Services, 2115 W. Pike Blvd. Weslaco, TX 78596. Should IDEA be the aggrieved party, such notice shall be provided to the Employee at the address of residence provided by the Employee in his or her employee file. Following receipt of the written request for arbitration described above, IDEA Public Schools shall submit the matter to arbitration within 30 calendar days.

(C) The arbitration process provided in this agreement is the Employee's sole and exclusive process for seeking a remedy for any and all alleged breaches of contract by IDEA or other disputes arising from or relating to Employee's employment with IDEA under any applicable federal and state law, including, but not limited to, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act (as amended), the Age Discrimination in Employment Act, the Pregnancy Discrimination Act, and the Texas Commission on Human Rights Act, Texas Labor Code, Texas Government Code, federal and state constitutions, and any other federal or state law, if the parties are unable to resolve their disputes under subparagraph (A) of this paragraph.

(D) Any and all disputes which cannot be resolved informally shall be settled by final and binding arbitration in accordance with the Federal Arbitration Act and the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of State law. The parties expressly agree that the arbitrator(s) shall be required to render a written opinion concerning the matters in controversy, together with their award. The arbitration shall take place in Texas and that judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof, in accordance with the laws of the State of Texas.

(E) Each party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.

(F) The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or to issue an award having such effect.

(G) For every dispute between IDEA and the Employee, the aggrieved party must submit the dispute to arbitration before the applicable statute of limitations, under federal or state law that in the absence of this arbitration agreement would have barred the aggrieved party from filing a claim with the applicable court or agency.

(2) The Employee and IDEA agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance under the employment contract, except for any performance that may be directly affected by such dispute, or disputes arising from IDEA's termination or suspension of the Employee's employment with IDEA.

(3) Any disputes regarding this arbitration agreement, including, but not limited to, "Gateway" issues of arbitrability (e.g., issues such as whether this agreement covers a particular controversy or dispute), shall be subject to arbitration, as described herein.

(4) The arbitrator may only award compensatory damages available to the aggrieved party that would be available in a court of law. Any such damages may not include punitive damages, and are further limited by and subject to governmental and statutory immunities available to IDEA and any applicable damages cap available to IDEA under either federal or state law.

As referenced in the draft MOU for the GYO Teacher Residents, they will also sign the below teacher contract as employees of IDEA.



IDEA Headquarters
2115 W. Pike Boulevard
Weslaco, Texas 78596
Phone 956 377 8000
Fax 956 447 3796

(5) This Agreement is made under the laws of the State of Texas shall be construed in accordance with and governed by the laws of Texas.

(6) The provisions of this Agreement are severable. Any term or condition deemed illegal or invalid shall be removed and shall not affect any other term or condition, and the remainder of the Agreement shall remain in effect.

Employee Signature

Date

IDEA Public Schools

By: 

Misty D. Martin, SPHR
Sr. VP of Administrative Services